Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☒ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Spanish for Native Speakers	
DEPARTMENT	World Languages and Speech Communication	
DIVISION	Arts, Letters, and Learning Services	
SUBMITTER	José Salvador Ruiz March 03, 2014	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: The most immediate challenge is our success rate, although we were able to increase our success retention rate this past academic calendar, we are barely above the 70% success rate. Therefore, we will work on increasing our overall success rate by 5% for the next Academic Program Review.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We have not been able to increase our success rate by 5%. The only class that consistently met and exceeded our goal of 75% success rate was Span 221. Its success rate varies from 80% to 91%.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: We are currently analyzing our program and some changes are in the near future. • Offer two new Elementary Spanish for Heritage Speakers (I and II) by the fall 2014 semester. • Modify course outline or records for Span 100, 110, 200 and 210 (descriptions and content in some cases). • Modify course outline of record for Span 220 and Span 221 (name and description of courses). • Create and textbooks and web assignments in Blackboard for Spanish 220 and Spanish 221.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Department partially met this goal. We created two Elementary Spanish for Heritage Speakers classes but they are currently in CurricUNET waiting approval. The recent decrease in enrollment trends in Spanish forces us to reconsider approving the courses. We need to first study the potential impact of both classes in student enrollment. We did not modify the course outline of record for Span 100, 110, 200 and 210. We did modify the outline of record for Span 220 but not for Span 221. We did create an important number of assignments in Blackboard for Span 220 and Span 221. In addition, Dr. José Ruiz wrote a textbook for Span 220 during his sabbatical. This textbook will be ready to use for Span 220 courses in the fall 2014 semester.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: We would also like to hire a new full time faculty member and explore the possibility of having a Language Lab for our students.	☐ 1 ☒ 2 ☐ 3 ☐ 4

	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Even though the Department lost one of her full time members three years ago, we have not been able to replace that position due to the financial crisis. We no longer are considering the possibility of requesting a new Language Lab since most of our scheduling problems in the lab have been solved due to changes in the ESL program (which holds some of its classes in the lab).	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

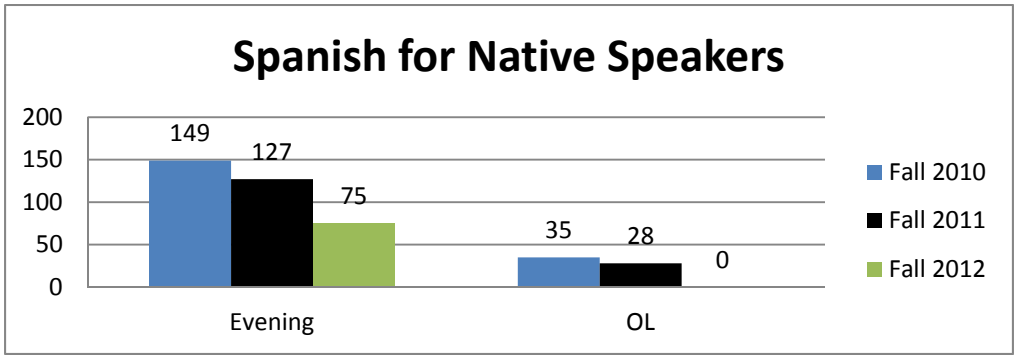
1. **Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). *Attach graphs or trend data*.**

   a. **Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.**
   Our data shows that our day and online fill rate exceeds 100%. However, our extended day fill rates show a steady decrease in the last two years. This could be explained by the closure of our extended campus in Calexico in the spring 2012 semester. In the fall 2011 we offered only 4 sections with a total enrollment of 127 and a fill rate of 117%. A few weeks before the beginning of the spring semester 2012, we had to move our evening classes from the Extended campus to the Main campus. This had a negative impact in enrollment since most of the students that enrolled expecting the classes to be offered in Calexico, decided not to come to the Main campus. Is important to emphasize that a good number of students in our Program are from Calexico and the move to the Main campus had a clear impact. The limited transportation services and socioeconomic issues involving lack of car or prices of gasoline were probably among the reasons why students decided not to follow those Spanish classes into the Main campus. We moved a total of 4 classes into the Main campus but with only 89 students and with a fill rate of 76%. Every subsequent semester shows a decline in enrollment that we are still trying to revert.

Term	Day Sections	Day Fill	Day Enroll	Day Mass Cap	Ex Day Sections	Ex Day Fill	EX Day Enroll	EX Day Mass Cap	Online Sections	Online Fill	Online Enroll	Online Mass Cap
Fall 2010	10	125%	289	250	6	81%	140	150	1	140%	35	25
Fall 2011	11	119%	306	275	4	117%	127	100	1	112%	28	25
Fall 2012	14	93%	341	350	3	99%	75	75	0		0	0
Spring 2011	10	115%	284	250	6	86%	143	150	1	156%	39	25
Spring 2012	11	108%	281	275	5	76%	89	125	1	116%	29	25
Spring 2013	6	80%	254	150	1	72%	18	25	0	0%	0	0
Average	62.0	107%	1755.0	1550.0	25.0	88.5%	592.0	625.0	4.0	104.8%	131.0	100.0

In addition, the closure of the Calexico Campus also affected enrollment in day classes. Moving all the Calexico Campus classes to the Main campus impacted classroom availability. Specific time blocks had to be followed in order to accommodate all the new classes. However, some times proved not to be good for our program and we are still making adjustment to serve our students better.

The graph below shows the steady decline in enrollment in the extended hour classes offered in our program.



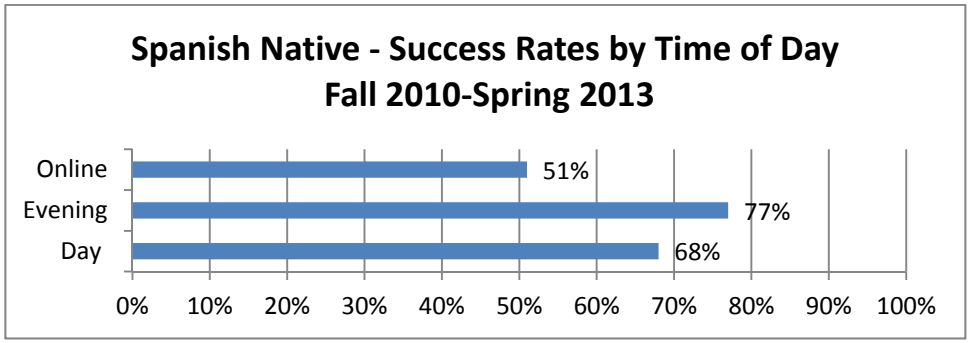
b. **What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.**

The data included in this Program Review still reflects our cap of 25 students per class so that explains in part our productivity levels being below the goal of 525. The cancellation of some classes due to low enrollment also contributes to our low productivity. For the Spring 2014 semester, our cap has increased to 28 students per class, we will determine the effect of this increase to our productivity in future program reviews.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

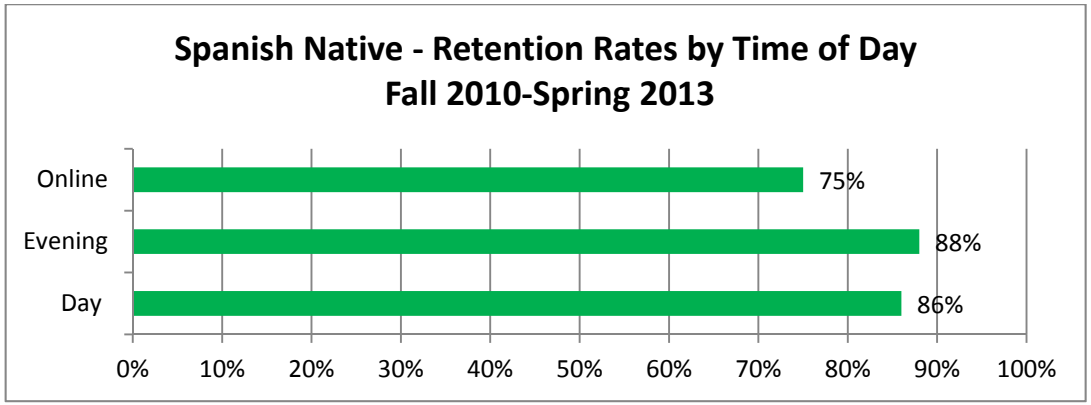
	Day			Extended Day			Online		
	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	6	66%	90%	2	72%	82%	3	56%	75%
Fall 2011	6	68%	88%	1	67%	73%	3	42%	63%
Fall 2012	10	62%	85%	1	89%	95%	0		
Spring 2011	5	66%	90%	1	75%	79%	2	47%	62%
Spring 2012	5	64%	86%	1	67%	89%	2	55%	71%
Spring 2013	8	65%	84%	2	65%	89%	0		
Total	40	65%	87%	8	73%	84%	10	50%	68%

Evening classes show a higher success rate than day and online classes. The gap between evening classes and day classes is about 9%, while the gap between evening classes and online classes increases to 27%. The gap could be explained by the type of students taking courses at extended hours. These students tend to be older and more mature. The disparity between online and face-to-face classes, regardless of time being offered, can be attributed to false expectations and lack of online discipline. Students expect online classes to be easier and fail to realize they can be even more challenging if they don't have the discipline and overall profile for this type of courses. Often times they lack the discipline to study independently, which affects their performance and grow disappointed. However, two of our full time faculty members recently took training courses to become better online instructors. We expect to shorten the gap between online and traditional delivery methods with what our faculty learned in these training courses for online instruction.



The gap in retention rates between online, day and extended day classes is not as pronounced as the gap in success rate. There is only a two percent difference in day vs. extended day classes and 18% when comparing extended day and online classes. The goal should be to close down the gaps in retention and success rates between the different times and delivery methods but, most importantly, to close down the gap between success and retention rates, regardless of time of day or delivery method.

Retention rates are often higher than success rates. However, this is not exclusively due to students failing with class work but rather, they lack personal responsibility skills and do not drop out of the course when they stop coming to class.

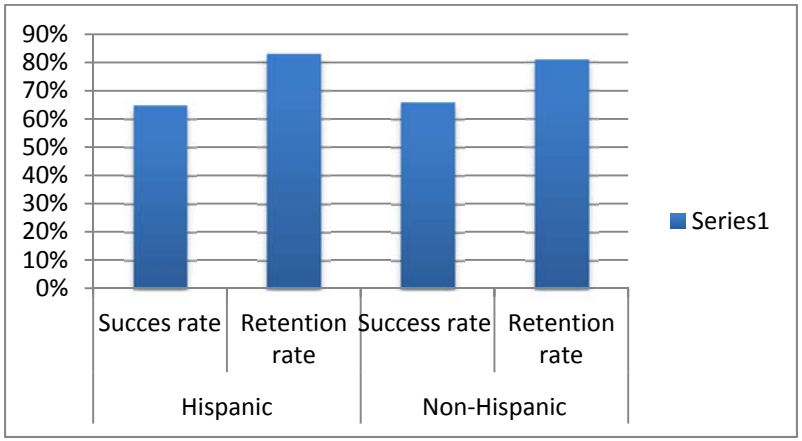


d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Since our program is focused on Native Speakers, our student population is predominantly Mexican or Mexican American. The data we analyzed only distinguishes between Hispanic and Non-Hispanic.

Ethnic group	Hispanic		Non-Hispanic	
	Success rate	Retention rate	Success rate	Retention rate
Average	65%	83%	66%	81%

In the period being analyzed, only 103 out 2468 students enrolled in our program, identified themselves as being other than Hispanic. As far as success and retention rates by these two categories, as the graph below shows, there is no gap between them.



e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

In the last three years, we have awarded only seven Associate of Arts in Spanish. This number is low when compared with other majors at IVC like English. However, most of IVC students that are studying Spanish (to become Spanish teachers for example) do not declare their majors in Spanish, rather they just complete the necessary courses to transfer to SDSU or declare they major

as University Studies. In order to change that trend, we are planning to streamline our majors to incentivize more students to declare their major in Spanish. Currently our major is 26 units, and students prefer to just take the few courses needed to transfer.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

We will be streamlining our Spanish for Native Speakers Program (from 26 to 20 or 23 units) and possibly inactivating our Spanish for Non-Native Speakers program (29 units) and adopting the Associate of Arts in Spanish for Transfer (19-20 units) in the near future. This will attract more Native Speakers students who are currently studying Spanish but do not declare themselves as majors because they prefer to transfer sooner rather than later. In addition, those non-Native Speakers will find much more appealing to transfer with an Associate of Arts in Spanish for Transfer that only requires of them 20 units rather than 29.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

Two of our full time faculty have completed the two-course training offered through @one in order to create Online Spanish courses with the most recent pedagogical and tecnological advances. In addition, 3 part time faculty members are taking this training. So far, we have created 3 online courses (Span 110, Span 220, Span 221) and two on them were offered for the first time during the fall 2013 semester. With the incorporation of this alternate delivery method, we hope to serve more students and, have an impact on success rates at the same time.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

Although enrollment has been declining due to the reasons stated above, the program enrollment as a whole continues to maintain a 101% fill rate. Our most popular course, Span 220: Bilingual Spanish, has been affected in the past three years. We are adjusting to the new enrollment trends and, as a consequence, we are cutting our offerings from 12 sections to 10 per semester. We will closely monitor our enrollment in this and other sections and make adjustments accordingly.

Program completion is low because students prefer to transfer sooner rather than later. With the changes to our Program and the implementation of the Associate of Arts in Spanish for Transfer, we are confident that our program completion rate will increase. As was the case in the last Program Review, we are concerned about the quality of outcomes. We are aware of our low success rate and want to address this problem. We should be persistent in inviting students to our office hours, and we should also be working closely with student services to provide tutoring for our students.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Improve student learning		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Increase our success rate by 10% by providing embedded tutors in Span 220.		
Task(s): Provide tutors in three SPAN 220 classes in the Fall 2014 and Spring 2015 semesters.		
Timeline: Fall 2014 and Spring 2015		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$6,600

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Professional Development		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: To provide professional development opportunities to improve student learning.		
Task(s) Two faculty members will attend ACTFL conference and/or similar conferences to train in current approaches to teaching Heritage Speakers. Offer a workshop/demonstration on new developments learned in such conferences.		
Timeline: Fall 2014		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☒ Professional Development ☐ Staffing	$3,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Increase the number of students transferring		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Create the Associate of Arts in Spanish for Transfer		
Task(s): We will be submitting our Associate of Arts in Spanish for Transfer to Curriculum Committee for approval		
Timeline: Spring 2015		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0.00

TOTAL BUDGET REQUEST	$9,600

1. How will your enhanced budget request improve student success?

   Our success rate in our most popular class is 64% and we would like to increase student success by providing tutors embedded into our classes. We can pilot this program of embedded tutors in 3 of our 9 Span 220 courses in the Fall 2014 and Spring 2015 semesters. Assessment data will be gathered to compare student retention and success in the traditional sections and these sections with embedded tutors. The Spanish Department seeks District temporary funding for this pilot program and, if successful, we will ask that funding be recurrent in future semesters.

The Spanish Department would benefit greatly from increased funding for professional development. Individual instructors would benefit, and students would consequently benefit, from professional development opportunities in effective teaching strategies for Heritage speakers and other relevant workshops aimed at increasing student success.

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Analyze and evaluate literary texts through writing.	☒ ISLO 1 ☒ ISLO 2

	Measurable Outcome Summary: Spanish 225: Introduction to Spanish American Literature is a class that requires students to demonstrate all the skills learned in previous courses. In this class students all Institution Learning Outcomes as well as the Program Learning Outcomes are assess in different ways. For the purpose of assessing the first PLO (Analyze and evaluate literary texts through writing) students were asked to choose a literary text written by a Spanish American author. Students were told from the beginning of the course about this important assignment and class time was allocated to guide students through the thought and writing process associated with analytical essays. One week before the end of the semester, students turned in their essays. Out of 26 students enrolled after the drop deadline, 24 students turned in their essay. All of the essays received a passing score and the data shows that students are able to analyze and evaluate literary texts.	☐ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****

SLO Grid								
Course	units	# SLOs Identified	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Span 220	5	5	1,2,3,4,5	1	1,2	5	5	2

Span 221	5	5	1,2,3,4,5	1	1,2		5	2
Span 222	3	3	3	1,3,5	1	1	1	3
Span 223	4	4	2				1	
Span 225	3	3		1		2,3		2,3
Span 262	3	3	1			2	1	1,2,3

Student Learning Outcomes Assessment:
All SLOs have been assessed at least once. However, updated SLOs for all classes in 2013 and we have begun a new cycle.

PLO Grid

Program	PLOs Identified		Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2012
Spanish for Native Speakers	**3**							
Spanish for Non Native Speakers	3							

PLO's were re-written in the Fall of 2012. By the end of Spring 2014, all will have been assessed at least once.